



## Meols Cop High School



### Brokering Aspirations

## EVERY DAY IS AN INTERVIEW

### A

#### Attendance and Punctuality

I understand that to succeed I need to attend every day and ensure that I arrive on time to every lesson or learning opportunity I have.

### S

#### Self-Awareness

I have a clear perception of my personality, including my strengths, weaknesses, thoughts, beliefs, motivations and emotions. I am aware of how I impact others.

### P

#### Professionalism

I show the world that I am professional in the way I dress, act and behave. I am ready to take opportunities when they are presented.

### I

#### Initiative

I take advantage of every opportunity that is offered to broaden my horizons and allow me to create opportunities for myself.

### R

#### Resilience

I believe in my own ability; I always persevere and bounce back quickly from any set backs on my journey.

### E

#### Endeavour

I constantly push myself to achieve my goals. I am only satisfied when I have exceeded my high expectations.



## Candidate Application Pack

### Assistant Headteacher (L18-22)

### Brokering Aspirations and Professional Behaviours

*Meols Cop is the home of ambitious innovators, visionary thinkers and extraordinary pioneers.*

*This is Meols Cop where we don't only raise the aspirations, we support students to broker those aspirations.*

Meols Cop High School  
Meols Cop Road  
Southport  
Merseyside  
PR8 6JS

[www.meolscophighschool.co.uk](http://www.meolscophighschool.co.uk)  
[enquiries@meolscop.co.uk](mailto:enquiries@meolscop.co.uk)  
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Headteacher:  
Mr. I Parry  
BA (Hons), NPOH



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IP/PN/AHT

January 2021

## Assistant Headteacher

### Brokering Aspirations and Professional Behaviours (Leadership Scale 18 – 22)

Required for September 2021

Dear Candidate,

Thank you for your interest in the opportunity to join our team here at Meols Cop High School.

I was fortunate to be appointed Headteacher at Meols Cop in September 2019 and feel extremely proud to be leading this extraordinary school. Meols Cop is a beacon for the highest standards of inclusive education and the commitment of the staff across the school provides a culture of support and challenge in equal measures.

As a Research School we are very fortunate to have a culture in which staff are truly committed to professional development and as a leadership team we actively encourage a culture in which our colleagues grow and develop. The successful candidate will not only have access to exceptional development opportunities for their own career but will also play a pivotal role in supporting the development of staff across the school.

At Meols Cop we are extremely ambitious for our whole school community with a vision of 'Brokering Aspirations'. We are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We appreciate the challenges in making this significant career decision at this time so we welcome the opportunity to discuss this position further with you. We would encourage you to watch our Virtual Tour to give a further insight into life here at Meols Cop

(<https://www.youtube.com/watch?v=nBk2xjb0gSs>) and look at our website

([www.meolscophighschool.co.uk](http://www.meolscophighschool.co.uk)), performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Further details and application forms can be downloaded from the school's website:

[www.meolscophighschool.co.uk](http://www.meolscophighschool.co.uk)

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Completed applications should be sent to [recruitment@meolscop.co.uk](mailto:recruitment@meolscop.co.uk) and marked for the attention of Mrs Paula Nevins, PA to the Leadership Group. Closing Date: 12pm on Monday 1<sup>st</sup> February 2021. Interviews take place Monday 8<sup>th</sup> February and Tuesday 9<sup>th</sup> February 2021.

Yours faithfully

Ian Parry  
Headteacher

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## Job Specification

### Assistant Headteacher - Brokering Aspirations and Professional Behaviours

<b>Supporting our vision:</b>	<ul style="list-style-type: none"> <li>• To develop the culture and professional behaviours of our whole school community to support our vision of Brokering Aspirations.</li> <li>• To monitor and support key staffing teams in driving the strategic vision for the whole school community.</li> <li>• To facilitate, with the support of your colleagues, your areas of specific responsibility and encourage an education experience which provides students of all abilities with the opportunity to engage in learning and Broker Aspirations.</li> <li>• To contribute to raising standards of student attainment and staff professional development.</li> <li>• To assist in creating a school environment with high learning expectations and outstanding care and guidance of, and for, each other.</li> </ul>
<b>Supported by:</b>	Headteacher, Deputy Headteacher
<b>Grade:</b>	Leadership Scale L18-L22
<b>Disclosure level:</b>	Enhanced
<b>Specific post requirements</b>	<p>This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.</p> <p>Other similar duties may be allocated from time to time in line with the general character of the post and its grading.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but following consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p> <ul style="list-style-type: none"> <li>• To contribute to whole school improvement and raising attainment through the development and monitoring of all aspects of behaviour for learning.</li> <li>• To contribute when required to Research/ Teaching School needs e.g. inset, support.</li> <li>• To support both staff and students in their growing understanding and use of best practice, research and data to inform all areas of school life including attendance, behaviour and progress.</li> <li>• To monitor and evaluate the impact of behaviour for learning strategies.</li> <li>• To share and co-ordinate pastoral teams and the training of pastoral staff.</li> </ul>

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- To take a key role in working with the careers team to embed the Brokering Aspirations vision throughout the school.
- To work alongside the Headteacher in developing an external network that will enhance the opportunities of our students.
- To provide information to enable Governors to set challenging but realistic targets.
- To ensure that student, department and whole school targets have sufficient challenge and take into account all cohorts of learners.
- To ensure a consistent approach towards standards and importantly the engagement with achieving those standards.
- To support students and staff in the analysis of their own learning and teaching and in setting targets to support professional development.
- To constantly read, research and share the best practice from across the world to ensure that all students and staff can access the highest quality learning experience.
- To have the highest expectations of all learners in your own teaching and of all teachers and students and to be able to demonstrate challenge.
- To monitor via observations, learning walks, book scrutiny and feedback to the Headteacher whether the learning and teaching policies of the school and faculty are being adhered to consistently by all colleagues and to take appropriate and effective action where there is a lack of adherence.
- To offer immediate support, advice and prepare an action plan with appropriate success criteria to colleagues who are finding any aspect of their profession difficult or who are not fulfilling their appraisal targets.
- To up-date the behaviour for learning or any other policies at appropriate times after full staff consultation and agreement.
- To work with the rest of the senior team in developing a challenging and robust Good to Great School Improvement plan.
- To train staff in and monitor their use of school and national data to raise attainment ensuring they can use it to evaluate student progress and their own effectiveness.
- To prepare relevant reports for the Leadership Group, Governors, and Sefton Children's Services.
- To be a positive role model both as a leader and as a colleague.
- To line manage pastoral teams to ensure standards are positively impacting students.

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<b>Teaching and assessment</b>	<p>You are responsible for ensuring all colleagues :-</p> <ul style="list-style-type: none"> <li>• Complete the relevant documentation to assist in lesson observations and book scrutiny.</li> <li>• Mark, assess and feedback in accordance with the school policy and agreed effective best practice within their key area and whole school.</li> <li>• Have the opportunity internally to participate in lesson study and peer observation.</li> <li>• Are able to observe best practice either within school or externally and are able to prove impact of pedagogical innovation.</li> <li>• Consult student voice and adapt their teaching accordingly.</li> <li>• Clearly understand and are consulted when any potential new initiatives are to be introduced.</li> <li>• Are able to complete the learning and teaching sections of their professional portfolios and maintain up to date evidence of their professional development.</li> </ul>
<b>Collaborative role in your curriculum areas [s]</b>	<ul style="list-style-type: none"> <li>• To be prepared to actively model, demonstrate and advise all areas of pedagogy for colleagues.</li> <li>• To attend, be fully prepared for, and organise and deliver, if necessary, appropriate directed time meetings and CPD for staff.</li> </ul>
<b>Personal effectiveness and professional development</b>	<ul style="list-style-type: none"> <li>• To benefit fully, in terms of professional development, by participating in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs.</li> <li>• To continue personal development in relevant areas including subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills.</li> <li>• To engage actively in the Appraisal Review Cycle taking responsibility for the successful completion of your own targets and those of your reviewees.</li> <li>• To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school.</li> <li>• To be self-reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students.</li> </ul>
<b>Parental engagement</b>	<ul style="list-style-type: none"> <li>• To play a key role in monitoring and updating process and strategies involved in communicating with parents.</li> <li>• To communicate effectively with the parents/carers of students as appropriate, especially with regards to Information Evenings.</li> </ul>





	<ul style="list-style-type: none"> <li>• To communicate and co-operate with external agencies supporting our students and their families.</li> <li>• To follow agreed systems of communications in the school.</li> <li>• To complete student reports on an annual basis following school guidelines on reporting.</li> <li>• To take part in Parents Evenings, being fully prepared to provide personalised information and intervention strategies for all concerned.</li> <li>• To contribute to the school website in order to inform and engage our parents/carers.</li> <li>• To promote a positive and welcoming image of the school through activities such as Open Evenings, Parents Evenings, Information Evenings, and extra-curricular events.</li> </ul>
<b>Value for money and safety</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials.</li> <li>• To prepare materials and resources to support staff to support learning and teaching as well as the Brokering Aspirations culture.</li> <li>• To assist your line managed subjects and the whole school, in identifying resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.</li> <li>• To maintain a positive, safe environment that supports learning and in which students feel secure and confident.</li> </ul>
<b>Care and guidance</b>	<ul style="list-style-type: none"> <li>• To be an informed and caring leader of both staff and students in your line managed subjects and across the whole school.</li> <li>• To be relentlessly positive and inclusive in all your dealings with staff, students and all stakeholders.</li> <li>• To retain an overview of the subject progress of all the assigned groups of students in your specific areas, to monitor intervention strategies and to encourage, praise and manage as necessary.</li> <li>• To recognise the achievements of each individual both in school and out of school.</li> <li>• To be a visible and strong presence and ensure that students move safely around school and attend lessons promptly.</li> <li>• To contribute to the preparation of action plans, progress reports and annual reports.</li> </ul>

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	<ul style="list-style-type: none"> <li>• To deliver/attend special events as planned both in school hours and out of school hours.</li> <li>• To support, promptly, colleagues and students when they encounter problems and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.</li> <li>• To uphold the school BFL and pastoral policies in all communications with staff, students and parents.</li> </ul>
<b>Classroom skills and expectations</b>	<ul style="list-style-type: none"> <li>• To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required.</li> <li>• To ensure that all students are aware of the grades/levels at which they are currently working at, the skills required to achieve that level, their target level or aspirational level and the skill development needed to attain [or exceed] their target</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students.</li> <li>• To deliver a designated scheme of learning, where appropriate modifying it to suit the specific class.</li> <li>• To ensure a high quality learning experience based on acknowledged good practice employing discussed and agreed school approaches and Ofsted subject guidance.</li> <li>• To contribute to Suspended Timetable activities.</li> <li>• To research, prepare, update and share subject materials.</li> <li>• To use a variety of delivery methods, including new technology, to engage students and meet demands of the relevant syllabus.</li> <li>• To ensure that arrangements for students, with due regard for IEPs, are in place.</li> <li>• To set high expectations for students' behaviour through well focused teaching and through positive and productive relationships.</li> <li>• To operate, in a balanced manner, the school BFL system and send the relevant data to the On Call manager.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> </ul>

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	<ul style="list-style-type: none"> <li>• To assess, grade and give written/verbal subject specific feedback as required, according to the school policy. To use features of Assessment For Learning regularly allowing the students to become personally responsible for the assessment and monitoring of both their own and their peers' progress.</li> <li>• To build into the assessment system opportunities for self/peer reflection and checking.</li> <li>• To follow the school's Code of Conduct for working with students.</li> <li>• To ensure that home learning is set at the appropriate time, that it has a student friendly set of instructions and marking guide and that it is marked promptly with subject specific feedback given.</li> </ul>
<b>Staff expectations</b>	<ul style="list-style-type: none"> <li>• To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example.</li> <li>• To behave, dress and act as a positive role model and representative of Meols Cop High School in all situations when liaising with stakeholders and community representatives.</li> <li>• To treat colleagues courteously and professionally, taking and seeking advice and to always be supportive and aware of the needs of colleagues.</li> <li>• To actively engage in personal development as agreed.</li> <li>• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.</li> </ul>

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## Essential Skills and Qualities

<b>Brokering Aspirations and Professional Behaviours</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Evidenced through</b>
An ability to have a strategic approach towards developing a culture driven by professional behaviour for learning.	Whole school experience of leading high impact strategies creating a behaviour for learning culture driven by high standards, expectation and opportunity.	Letter of Application and Interview
Experience in leading key stakeholder groups across the school including pastoral teams, SEND teams, Mentors.	Ability to evidence these key areas in a high performing school.	Letter of Application and Interview
Experience working with external organisations/ services	Have a network of organisations/ services that the school community can benefit from.	Letter of Application and Interview

<b>Pedagogy</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Evidenced through</b>
Experience of leading a variety of initiatives and measuring their impact.	Whole school experience of leading pastoral initiatives and measuring their impact on learning.	Letter of Application, Interview and reference
Evidence of outstanding teaching in own classroom and developing outstanding teaching/improvement in others.		Letter of Application, Interview and reference
Evidence of the use of student voice to measure impact.		Letter of Application and Interview
Ability to interpret national, local and school data/research and explain the observed trends. Able to suggest how to sustain or improve achievement and address concerns.		Letter of Application and Interview

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Extensive knowledge of best national and international innovation and ability to recommend best practice.		Letter of Application and Interview
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<b>Senior Leadership Qualities</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Evidenced through</b>
Ability to lead and develop whole school and individual CPD relating to Brokering Aspirations and school culture.		Letter of application and Interview
Be totally committed to the philosophy of a student centred school and to support all stakeholders in providing outstanding and meaningful learning for our students.		Letter of Application and Interview
To share a vision with colleagues that always reflects the highest possible aspirations for our students in their learning and for our teachers in their teaching.		Interview
To be a role model and to represent our school with integrity, honesty, pride and absolute professionalism.		Interview
Show total commitment to every area of school life, initiatives and policies and to be a supportive presence around school.		Interview
To constantly seek out solutions, offer reflective responses, challenge any hint of mediocrity and to be the best that you can in all aspects of your role.		Interview
Be willing to develop your own professional competencies via external or internal CPD and have the ability to unlock potential leadership skills and		Interview and reference

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qualities in others so that our leadership capacity is sustainable and highly effective.		
To be an outstanding classroom practitioner who observes others with clarity of thought and honesty of feedback and who is prepared to share, model and demonstrate outstanding generic and subject practice.		Interview and reference

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